

Childminder report

Inspection date: 20 July 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Requires improvement
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What is it like to attend this early years setting?

The provision is good

Children arrive at the childminder's home with confidence. They separate easily from their parents and settle quickly. Children respond very well to the experienced childminder, who is friendly and caring. They show that they feel safe and secure, as they later snuggle into the childminder for a cuddle, prior to going down for a sleep.

The childminder knows the children very well. She provides age-appropriate activities, both indoors and outdoors, which encourage the children to be imaginative and experiment. This helps build their knowledge and skills.

The childminder becomes actively involved in children's play, helping them to make choices. She provides very good support and acts as a positive role model. She encourages good behaviour, using 'please' and 'thank you'. Children are learning how to behave and to understand right from wrong. Children's behaviour is very good.

Very young children are learning key skills. They respond with excitement when the childminder plays familiar nursery rhymes and songs. They move their bodies to the music and shake instruments to the rhythm. They join in with familiar refrains and attempt to copy the childminder as she completes the associated actions.

What does the early years setting do well and what does it need to do better?

- The childminder, with support from the local authority, has worked hard since the last inspection to improve practice. She has undertaken training and used her improved knowledge to provide well-planned activities to promote children's learning and respond to their emerging interests.
- The childminder focuses on developing children's communication and language skills. She speaks with clarity when talking to the children. She provides commentary about what they are doing throughout the day and skilfully introduces sounds and new words.
- Children concentrate as they pour water into small bottles and then try and squeeze the bottle to squirt out the water. They show delight when bubble bath is added to the water play. They immerse their feet and legs in the water, experiencing the sensation of the water on their toes.
- Very young children are learning about personal care and how to be independent. They know and understand routines. They enjoy healthy meals, where they practise holding a spoon and have a go at feeding themselves. They confidently find their drinking cups and their own shoes. They know they need to put their arms up when putting on their swimming costume, and understand that they need to have sun cream on prior to going outside in the hot weather.

- Children show curiosity as they explore everyday items in a 'treasure box'. They show high levels of dexterity as they practise picking up and inserting pipe cleaners into the holes in a kitchen colander. The childminder helps children to problem-solve. She provides them with reassurance and praises them when they achieve their aim.
- Parents speak highly of the childminder and are very happy with the care and learning their children receive. They particularly value the support that they have received during the COVID-19 (coronavirus) pandemic. This has allowed them to return to work with confidence, knowing that their children are well cared for.
- The childminder knows children well and understands their needs. This includes children who speak English as an additional language. She makes regular assessments of their achievements and can identify when children are not meeting their expected developmental milestones. However, she has not yet made best use of this knowledge to keep parents fully informed of their children's progress, in order to work together to swiftly close gaps in children's learning.
- The childminder reflects on her practice. While she provides opportunities for children to be physically active, she has recognised that she could further improve the resources that she provides for the children. She recently applied for, and successfully received, additional funding. She has plans to use this funding to further enhance physical and other play opportunities for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is fully aware of her responsibilities to protect children in her care. She understands the possible indicators of abuse and neglect. She is aware of local safeguarding procedures and knows how to swiftly report any child protection concerns about a child in her care. The childminder has a good understanding of all safeguarding matters and completes regular training to ensure her knowledge is current. She also has a secure knowledge of wider aspects of safeguarding, such as the 'Prevent' duty. This supports children to stay safe and promotes their well-being.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- strengthen partnerships with parents, by keeping them better informed of their children's progress, and agree on ideas and implement strategies to more swiftly close any gaps in learning
- implement plans to further enhance physical and other play opportunities for children.

Setting details

Unique reference number	256329
Local authority	Norfolk
Inspection number	10148839
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 8
Total number of places	6
Number of children on roll	3
Date of previous inspection	24 February 2020

Information about this early years setting

The childminder registered in 1997 and lives in Martham, Norfolk. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a qualification at level 3 and provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Dawn Pointer

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The inspector observed activities and the quality of interactions between the childminder and children. The inspector evaluated the impact that these had on children's learning and development.
- The inspector discussed the activities and teaching that the childminder provides for children. This included jointly evaluating an activity chosen by the childminder.
- The inspector reviewed a range of documentation, including ongoing suitability of the childminder and household members.
- The inspector took the views of parents into account, through discussions and written testimonials.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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